

## **Abstract 1: Northeastern Oklahoma A&M College (OK) \$549,997**

Northeastern Oklahoma A&M College — Carl Albert State College

Application for Cooperative Arrangement NASNTI Project

### **Abstract**

Northeastern Oklahoma A&M College (NEO) and Carl Albert State College (CASC)—both two-year, public, open-door Native American-Serving Nontribal Institutions—propose a cooperative Title III NASNTI project.

Lead institution NEO is located in Miami, OK (pop. 13,176), in the northeastern corner of the state. NEO's 2,040 square-mile, three-county service area (pop. 88,298, 30% Native American), is home to ten tribal jurisdictions. In Fall 2021, Native Americans represented 29% of enrollment. NEO offers degrees and certificates in 38 transfer and occupational programs. Partner institution CASC is located in Poteau, OK (pop. 8,866), with a branch campus in Sallisaw, OK (pop. 8,476). The two-county, 2,223 square mile service area (pop. 91,686, 24.5% Native American) is near the heart of the Cherokee and Choctaw Nations; Native Americans comprised 38% of Fall 2021 enrollment. CASC offers degrees in 28 programs.

In response to the recent COVID pandemic, partner institutions expanded online and hybrid offerings, while adding real-time remote classes using Zoom videoconferencing technology. Since 2020, the number of virtual course sections has increased by 78% at NEO and by 52% at CASC. Our students continue to embrace virtual learning even as the pandemic's grip loosens. Despite the partners' responsiveness to students' evolving postsecondary needs, institutional analysis has revealed unacceptable rates of retention and completion at both NEO and CASC. Fall-to-fall retention for NEO's incoming Fall 2020 cohort was 55% (49% for Native American students). CASC retention for the same period was 74%, but just 30% for Native American students. Of students enrolling at NEO in Fall 2019, 22% graduated by Spring 2022 (21% for Native American students). CASC's three-year graduation rate was 32% for the Fall 2017 cohort, but just 10% for Native American students.

Multiple gaps and weaknesses affect partner institutions' ability to support students in virtual (online, hybrid, Zoom-based) options. Online student services are less robust than their on-campus counterparts, and neither institution is able to provide adequate professional

development for virtual instructors. NEO's outdated website and mobile presence precludes interactive support for virtual students, and high failure rates in CASC's virtual remedial and core college courses point to insufficient resources for those accessing those classes remotely.

In response to these gaps and weaknesses, NEO and CASC propose **Serving the New Majority**, a two-initiative project to develop a robust Virtual Campus for each institution:

*Initiative 1: Strengthen Faculty Capacity to Provide Effective Virtual Campus Instruction.*

The partners will develop and customize new faculty onboarding modules to orient faculty to virtual campus teaching. We will jointly establish a faculty resource repository and provide training in cultural responsiveness, Universal Design for Learning, teaching with technology, interaction/engagement in virtual courses, and using Open Educational Resources.

*Initiative 2: Address Gaps and Weaknesses to Provide Effective Virtual Campus Student*

*Support.* NEO and CASC will integrate new/redesigned student support into their coaching/mentoring systems and develop student orientations to virtual learning. NEO will develop online supports to align with Universal Design for Learning, address students' social and emotional needs, and ensure virtual support is interactive. CASC will create academic support modules for remedial and high-risk courses and create virtual resources for underserved students.

The proposed project addresses both Competitive Preference Priorities for the NASNTI FY 2022 competition. Five-year budget request: \$2,749,977 (NEO \$1,596,013; CASC \$1,153,964).

## **Abstract 2: Eastern New Mexico University-Ruidoso (NM) \$327,550**

**Applicant:** Eastern New Mexico University-Ruidoso

**Address:** 709 Mechem Dr., Ruidoso, NM 88345

**Amount Requested:** 1,659,693

**Project Summary:** ENMU-Ruidoso has a Native American enrollment of over 15%, while more than 50% of students are low-income. The college utilized an in-depth planning process to develop an innovative project that will improve retention and graduation rates for these student populations. The proposed project, LEARN (Leveraging Educational Activities and Retaining Native students), will implement three components to serve Native American and low-income students.

- **Component 1: Expanding Education** will include providing college classes/programs on Mescalero Tribal Lands and developing outreach activities to share information about college-going and careers to students in grades 6-12 at the Mescalero Apache School, to adults seeking to improve their careers, and to other individuals throughout the college's service area.
- **Component 2: Supporting Students** focuses on providing direct student support, including peer mentoring, mental health counseling, and referrals to other services such as tutoring, food banks, housing assistance, and others. In addition, a Career and Transfer Center will be developed to offer services both in person and virtually; and a new lending library will be housed in the Career and Transfer Center to loan students textbooks and laptop computers to use while they are enrolled.
- **Component 3: Cultural Preservation** will include workshops and ongoing professional development for faculty and staff that focuses on the traditions of the Mescalero Apache, as well as how to incorporate culturally-relevant information into work with Native American and low-income students. The college will make this training mandatory for all existing and incoming employees.

**Objectives:** The following objectives have been established for LEARN:

- **Objective 1:** By Sept. 30, 2027, increase the percentage of ENMU-Ruidoso students who are Native American by 5 percentage points. (baseline: 15.8%)
- **Objective 2:** By Sept. 30, 2027, improve the fall-to-fall retention rate for Native American and/or low-income students by 15 percentage points (baseline: 21.5%).
- **Objective 3:** By Sept. 30, 2027, improve the three-year (150% time) graduation rate for Native American and/or low-income students by 30 percentage points (baseline: 0%).
- **Objective 4:** By Sept. 30, 2027, provide Native American cultural and language professional development training to 100% of faculty and staff (baseline: 0).
- **Objective 5:** By Sept. 30, 2027, decrease in-district students' average annual cost of higher education (tuition, fees, books) by \$1,622 (baseline: \$2,122).

**Competitive Preference Priorities:** ENMU-Ruidoso is addressing both Competitive Preference Priorities for this grant. A separate narrative addressing how LEARN meets each is attached under the "Other Attachments" form.

### **Abstract 3: Northland Pioneer College (AZ) \$289,074**

*Navajo County Community College District d.b.a. Northland Pioneer College - Arizona Native American Serving Non-Tribal Institutions (NASNTI) Part A Program*

*A Relational Model for Student Success (ARMSS)*

#### **PROJECT ABSTRACT**

Northland Pioneer College (NPC) serving all of Navajo and Apache Counties, a rural, remote region of over 21,000 square miles in Northeastern Arizona's Second Congressional District, proposes **A Relational Model for Student Success (ARMSS)**. Through this five-year project, NPC will achieve the following project goals:

**1.** By Fall Census Day (45<sup>th</sup> day of semester), 2027, increase the number of regular degree or certificate-seeking students from **1,124 (FA 21)** to **1,500 (33%)**, 45% of whom are Native American. **2.** By Fall Census Day, 2027, increase the fall-to-fall retention rate among regular degree or certificate-seeking students from **30.2% (Avg from 16-17 to 20-21)** to **45%** with not less than 45% being Native American. **3.** By September 30, 2027, increase the number of regular students who complete a degree or certificate from **436 (Avg from 16-17 to 20-21)** to **523 (20%)** not less than 40% of whom are Native American. **4.** By Census Day, 2027, increase the number of Full Time Student Equivalent (FTSEs) among regular degree or certificate-seeking students by **30%**, resulting in increased revenue from tuition, and increased expenditure limit capacity.

Grant funds totaling **\$ 1,604,595.00** over the five-year grant period are requested for the following key strategies:

- Implementation of an Online Information Center that serves as the single source of comprehensive, consistent college information for all students, faculty, and staff at all college locations, regardless of where they come into contact with the college. (Year 1)
- Augmentation of the campus One-Stop Shops to NPC's remote center locations, including the three centers located on Native American tribal lands. (Years 1 & 2)
- Adoption of a holistic, relational model for academic advising. (Years 2 through 5)
- Implementation of Learning Communities, based on areas of interest, to advance students' sense of engagement and belonging. (Years 2 through 5)
- Strategies 1-4 lay the groundwork for the culmination of our efforts: Establishment of a comprehensive Native American Student Success Initiative that strengthens Native American cultural awareness among students, faculty and staff, and engages Native American students with all project strategies, as well as a peer-to-peer mentorship program and targeted activities to promote student belonging and connectedness, including family events, enrichment programs, and special-focus classes, such as financial literacy. (Years 1 through 5)

Strategies for accomplishing the goals for A Relational Model for Student Success addresses Competitive Preference Priorities 1 and 2, as described in the required attachments.

Because of its capacity to improve post-secondary outcomes across a region profoundly marked by the effects of poverty, and its potential to improve the quality of life for its students, NPC is committed to **ARMSS**. A grant from NASNTI will provide the seed funding to implement vital institutional change that is inherently self-sustaining.

#### **Abstract 4: Utah State University, Blanding (UT) \$550,000**

##### **ABSTRACT**

The Native American-Serving Nontribal Institutions (NASNTI) program, located in Utah, is a public two-year, state-supported, comprehensive regional college accredited by the Northwest Commission of Colleges and Universities within the Utah State University system. Isolated from the mainstream of American educational and social life, the area includes one of the nation's largest concentrations of American Indians. The service area covers over 40,000 square miles and encompasses portions of the Navajo, Ute Mountain Ute Indian, and Hopi Nations.

USU Blanding has the largest enrollment of Native Americans of the nine accredited state institutions of higher education in Utah. Approximately 69% of the student body at the Blanding Campus is Native American. Seventy percent are female, and 72% are under 30. Seventy-eight percent of this campus' students are first-generation college. 86% percent would be classified as disadvantaged college students, and 92% of the student body were recipients of PELL Grants in the 2020-21 Academic Year. To ensure that the goals and objectives of this project will be achieved, USU Blanding will work cooperatively with the Utah State University Logan, more specifically with the Office of University Advising and Exploratory Advising.

USU Diversity Survey Report, published in 2021, indicated that 60% of our students reported challenges with their emotional/mental well-being, and recently focus groups report indicated that almost 50% of the students are not aware of academic support resources available on Campus and do not personally interact with advisers, mentors, or faculty. Presently, USU Blanding has all mental health services only available via Zoom.

Therefore be achieved by (1) Putting in place mental health structure to cope effectively with the impact of the COVID pandemic (2) Making Appreciative Advising the paramount strategy for all student support services and, (3) the foremost priority of this project will be to improve students' emotional, social, and academic well-being. That will Implementing a unified, thorough, and comprehensive website-based communication system, the NASNTI Student-Centered Platform.

These strategies address CPP1 and CPP2 and will significantly increase the academic success of our Native American and low-income students.

***Competitive Preference Priority 1: Meeting Student Social, Emotional, and Academic Needs*** (up to 5 points). Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students (as defined in this notice), by creating a positive, inclusive, and identity-safe climate at IHEs through one or more of the following activities: (a) Fostering a sense of belonging and inclusion for underserved students. (b) Implementing evidence-based practices

for advancing student success for underserved students. (c) Providing evidence-based professional development opportunities designed to build asset-based mindsets for faculty and staff on campus and that are inclusive with regard to race, ethnicity, culture, language, and disability status.

***Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success.*** Projects that are designed to increase postsecondary access, affordability, completion, and success for underserved students by addressing one or more of the following priority areas: (a) Increasing postsecondary education access and reducing the cost of college by creating clearer pathways for students between institutions and making transfer of course credits more seamless and transparent. (b) Increasing the number and proportion of underserved students who enroll in and complete postsecondary education programs, which may include strategies related to college preparation, awareness, application, selection, advising, counseling, and enrollment. (c) Reducing the net price or debt-to-earnings ratio for underserved students who enroll in or complete college, other postsecondary education, or career and technical education programs. (d) Supporting the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives, such as academic advising, structured/guided pathways, career services, credit-bearing academic undergraduate courses focused on career, and programs to meet basic needs, such as housing, childcare and transportation, student financial aid, and access to technological devices.

## **Abstract 5: San Juan College (NM) \$349,921**

### **Project Abstract**

San Juan College (SJC) is a two-year commuter college in rural San Juan County, northwest New Mexico. The students are mostly locals: seventy-four percent (74%) of enrollment comes from San Juan County (SJC IR, 2019). Students' lives are much the same as the lives of the community: The area has a high poverty rate (23%); over one-third of our students are low income (37%). Cultural traditions underemphasize educational pursuits: only 15% of the county has a Bachelor's degree or higher; 37% of SJC's students are the first in their families to attend college (SJC IR, 2019). The majority (58%) of the College's population comprises minorities: 32% Indigenous Peoples, 16% Latinx, and 10% other. English is often the second language. The Diné (Navajo Nation), the largest Indigenous American reservation in the United States, comprises one-third of the College's district. Ute Mountain Utes, Southern Utes, and Jicarilla Apache are also within SJC's service area. SJC is located in the county's largest town.

SJC requests an annual grant award of \$349,921 for a period of five years to offer a NASNTI Program serving 150 Native American and low-income students annually to 1) help ensure their academic success, retention, and graduation 2) foster a climate supportive of those ends 3) align learning to the knowledge and skills needed for employment in high growth sectors and 4) improve participant financial and economic literacy. The program will also impact the training and development of 25 faculty annually to improve students' success and connectedness to the academic landscape.

Project objectives are centered around the key areas of improvement for both Native American students and students for economically disadvantaged backgrounds. Those objectives include increasing persistence into the second year of college, increasing the percentage of students who graduate within three years, and students who complete math in the first year. The project also sets out to increase the capacity of math faculty to provide more effective instruction for underrepresented students.

The evaluation process will include both formative and summative assessments and comparison of the outcomes of project participants to institutional baseline data. The plan includes measurable performance objectives, evaluation of individual activities, participant evaluations and evaluation of program management. A strong quality design ensures that the program will be implemented in such a way that both formative and summative data collection will inform resource implementation and ensure objectives are met annually.

The project will address the two Competitive Preference Priorities offered in the RFP: Competitive Preference Priority 1: Meeting Student Social, Emotional, and Academic Needs and Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success

## **Abstract 6: Redlands Community College (OK) \$550,000**

NASNTI Part A – Cooperative

RCC & WOSC

### **ABSTRACT**

Redlands Community College (RCC) and Western Oklahoma State College (WOSC) are partnering together to increase the diversity and success of nursing students in rural and tribal areas of Oklahoma through a proposed NASNTI Part A project entitled, *Addressing Nursing Shortage in Rural and Tribal Healthcare*. Research illustrates the current national and statewide nursing shortage, especially in rural and tribal healthcare, as well as the need to increase Native American representation in nursing and better cultural competency of nurses who work in rural and tribal healthcare.

This proposed project seeks to increase enrollment, retention, completion, NCLEX exam pass rates, and cultural competency of students in the nursing programs at RCC and WOSC through the key elements/services of success coaching, targeted outreach and recruitment, the development and offering of a cultural awareness micro credential, and the development and offering of a Health Careers Edventure program. Additionally, the targeted outreach and recruitment will focus on increasing Native American representation by 1% annually in the nursing programs. The project seeks to increase enrollment by 5% annually, and retention and completion by 1% annually. This will be possible through hiring two NASNTI Success Coaches and two NASNTI Outreach Specialists in addition to a NASNTI Director.

This project will address the following Competitive Preference Priorities:

- Meeting Student Social, Emotional, and Academic Needs
- Increasing Postsecondary Education Access, Affordability, Completion, and Post-

Enrollment Success